DOCUMENT RESUME

ED 167 906 CG 013 310

TITLE	Teacher Activity Package; Values. Grades 2-6.
INSTITUTION	Cooperative Educational Service Agency 8, Appleton, Wis.
PUB DATE	1 Sep 77
NOTE	42p.; For related documents see CG 013 307-312
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Adjustment (to Environment); *Affective Behavior; *Classroom Environment; Elementary Education; Elementary School Students; Humanistic Education; *Self Concept; *Values
IDENTIFIERS	National Diffusion Network Programs

ABSTRACT

Designed for teachers who want to involve their students with value clarification and decision making in the classroom, this activity packet contains materials to help get students thinking about their values. The teacher's role and responsibility in the valuing process is emphasized. For successful values clarification activities, teachers are encouraged to promote a class atmosphere of trust, respect and acceptance, and to choose value-rich areas that are appropriate for the grade level of the students. Some "do's" and "dont's" for using the educational approach are highlighted. The use of a personal or values journal for each student to record his or her feelings and thoughts is strongly encouraged. The activities include values continuums and forced-choice grids and ladders. (Author/PK)

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TEACHER ACTIVITY PACKAGE

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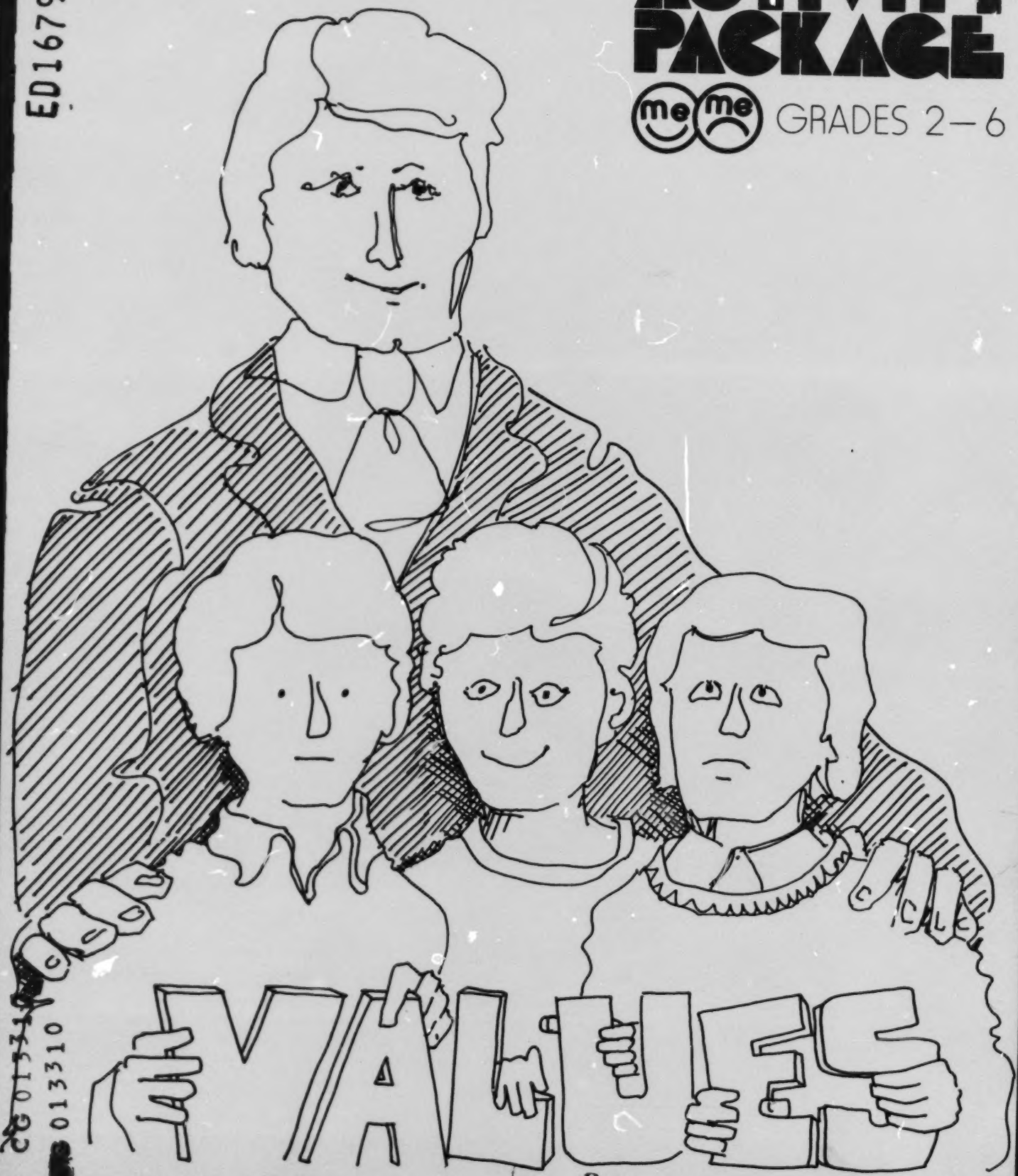

VALUES

CG 013310

This package includes materials which were revised from the previous TAP-Values as well as some new materials. Suggested grade levels have been assigned to each activity.

Much of the credit for this package has to go to the thirty-six elementary and intermediate level teachers who used these materials in their classrooms and evaluated their usefulness.

A few of the suggested grade levels for the activities in this revised edition are different than those listed previously.

DRUG PREVENTION EDUCATION

Cooperative Educational Service Agency Number Eight
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Revised September 1, 1977

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INTRODUCTION TO TEACHER ACTIVITY PACKAGES (TAP)

The Teacher Activity Package (TAP) is an aid for teachers who want to get involved with value clarification and decision making in the classroom with their students. The activities are meant as a goal to get students thinking about their values.

It is necessary in value clarification activities to create a non-judgmental, non-moralizing atmosphere. It is necessary for the class to be one of trust, respect, and acceptance. This is very important for a teacher to establish before he/she attempts value clarification in the classroom.

Teachers may find it useful to follow the suggestions listed below in handling a difficult value-ladened situation:

1. Illicit - student responds to value situation, e.g. "Sure I'd smoke marijuana if my friends did."

2. Accept - teacher accepts the student's response to the situation even if it doesn't agree with the teacher's value system.

3. Push and clarify - teacher asks the student clarifying questions:
   e.g. A. "You say you would smoke marijuana if your friends did?"
   B. "Does that mean that if your friends were against it, you would be too?"
   C. "It sounds like maybe your friends are really important to you."
   D. "It sounds like you haven't made up your mind on marijuana but you have on your friends."

4. Accept - teacher accepts whatever decision the student comes to. He has involved the student in looking more clearly at the issue, and the student has clarified a few things for himself.

Some DO'S and DON'TS with regard to using the values clarification approach.

DO'S	DON'TS
Do ask questions which make students think of alternatives.	Don't ask "why" questions.
Do focus on value rich areas.	Don't moralize.
Do give students the option of answering the question if they want, and if they want to share their reasons why, let them.	Don't ask too many questions.
	Don't grade or evaluate.

The materials included in the package are not all inclusive. It is hoped that teachers will use the material and will add their own ideas or ideas from other sources to this material.

In developing activities for the valuing area, it is often helpful to choose a value-rich area and then develop materials for that area. Materials then could very easily be developed for voting questions, rank order, public interviews, etc. The following are suggested value-rich areas:

1. Politics
2. Family
3. Love, Sex, Morals
4. Work
5. Religion
6. Leisure Time, Boredom
7. Learning, School, Higher Education, Homework
8. Personal Taste (Clothes, Hair, Etc.)
9. Friendship
10. Money
11. Ethnic Groups, Race Relationships
12. Ecology
13. Maturity
14. Space Research
15. Pride
16. Courage
17. Respect for Others, Property, and/or Traditions
18. Honesty
19. Fear
20. Citizenship, Social Responsibility
21. Imagination - Monsters
22. Health

Obviously, some of the value-rich areas mentioned above are not appropriate for elementary level students. The activities found in this package deal with appropriate value-rich areas for elementary level students.

VALUES AS PROCESS OR THE VALUING PROCESS

WHAT'S IT ALL ABOUT? VALUES AS PROCESS

Many teachers are concerned about which values a student ends up with. We are more concerned with the processes he uses to get values and the processes his values stimulate in life.

FOCUS ON TRADITIONAL VALUES

Some teachers are mainly concerned with the values a student holds. They want to know, for example, if a student values money, grades, or popularity, etc. They might also want to know how strongly such values are held.

Behind that concern is probably the desire that a student obtains the values that will make his life and the life of the society the best possible. In this view it is a cause for concern when a student develops unacceptable values. Therefore, we should try to change those unacceptable values.

FOCUS ON THE VALUING PROCESS

Some other teachers are concerned with the processes that a person uses to get what he calls his values and the processes value stimulate in his life.

If, for example, they suspect that a student values money, they would wonder:

- Did he accept that unthinkingly or did he choose it thoughtfully and freely?
- Did he consider how meaningful money is to him, or did he choose it unaware of his feelings?
- Did he work at getting money or did he just talk about it?

Behind this concern is a desire that students have skills that will help them relate happily to an ever-changing world.

Values as Process or the Valuing Process - Continued

The first approach focuses upon values as entities. The second upon the processes of valuing. We see the second approach as being the best means to the first approach. That is, we believe the best way to help students adopt values that will productively serve them and the society, for now and in the changing days ahead, is to help them learn processes that lead to values and that flow from values.

THE VALUING PROCESS

The valuing process we advocate helps students to better develop and clarify their own values. This process revolves around the seven value skills listed below:

I. CHOOSING

1. Freely - A values choice should be made without pressure and without a punishment and reward scheme.

2. From Alternatives - There is no values choice unless there are alternatives from which to choose.

3. Considering Consequences - An effective values choice considers the consequences of each alternative. One cannot make an intelligent values choice unless the consequences have been weighed.

II. PRIZING

4. Being proud and happy with the values choice. One needs to be really proud and truly cherish that which is valued. One must feel good about himself/herself and the values choice.

5. Willing to publicly affirm the values choice. Values cannot be hidden. Some amount of risk must be taken for what one values. Values are shared with others.

III. ACTING

6. Act upon the choice. For something to be a value, it must penetrate one's life so that time and energy are spent on it.

Values as Process or the Valuing Process - Continued

7. It becomes a pattern in one's life. A thing cannot be called a value unless it appears often enough in life to be considered part of a pattern.

These seven critical elements form a definition of a value. This gives the teacher a significant insight into a wide range of classroom activities and experiences. When taken together, these could well lead to more and more students with a clarified set of values by which to steer their lives.

It is important to state that all seven of the critical skill elements are necessary for something to be a value. Anything which falls short of meeting all seven elements in which a value lies, does not constitute a value. For example, if all the elements have been met except the one about publicly affirming, it is ultimately the next step necessary to lift that element to the level of a value.

THE PERSONAL JOURNAL OR VALUES JOURNAL

GRADES 3 - 6

One of the major goals of this program is to bring about an awareness of one's self, his value system, and some of the things that affect that system. Because there are so many forces, inside and outside, that affect us, it becomes necessary to keep a record of one's beliefs, feelings, learnings, discoveries, mistakes, and other happenings which occur. The Personal Journal was created for just that purpose. Basically, it is a record of the student's feelings and thoughts compiled by the student. It is meant to be the private property of the student.

Procedures:

The teacher introduces the journal by talking about the importance of collecting information about ourselves - about how we choose, what we choose, how we feel about what we choose, and how we act upon our choices. Each student should keep a special section of his notebook for his personal journal. All the notes from values activities - Privacy Circles, Values Grids, I Learned Statements, etc. and from his Activity Packages should go into this journal. Students can also use their journals to jot down values-related thoughts and feelings whenever they occur, in school and out. In other words, students store the information they collect about themselves in their search for values. The teacher stresses that this is to be the student's own private property and no one will be allowed to look at it, not even the teacher, without the student's permission.

Any student may show his journal to the teacher if he so chooses. The teacher may write in his responses, if the student requests it. Students may choose never to show the journal to anyone. They may use it just to help themselves clarify their own thinking and for their own reference.

From time to time, the teacher can ask the students questions about their journals. For example: Are your value concerns at all different from what they were a month ago? Are you any clearer on any value issues now than before? Are some issues more confusing now?

Or, the teacher may ask the student to read or talk about one item in his journal. Of course, any student may pass. Or, some of the students may want to write compositions about an item in their journals.

I LEARNED STATEMENTS

GRADES 2 - 6

Purpose:

This strategy serves several purposes. It provides the group and the teacher with feedback about the last activity they participated in. It helps clarify and reinforce what the students have learned. It crystallizes new learnings which many students might not have realized were taking place. It sets a very powerful searching tone in the group. Finally, it provides a good summary or wind-up for almost any activity.

Procedure:

The teacher prepares a chart with the following (or similar) sentence stems. The chart may be posted permanently in the room, or it may be posted just when it is to be used.

I learned that I .....
I re-learned that I .....
I noticed that I .....
I discovered that I .....
I realized that I .....
I was surprised that I .....
I was pleased that I .....
I was displeased that I .....

After a values activity or discussion, the teacher asks students to think for a minute about what they have just learned or re-learned about themselves or their values. Have students complete in writing any one of the sentence stems. The teacher then asks if anyone would like to share with the class what he/she learned about him/herself. The teacher should participate too, and might even start it off by giving one of his/her own, as an example. For example, "I realized that I am not clear about my own religious beliefs." For lower elementary level children, this activity can be done orally.

Additional Comments:

The teacher should not allow discussion to interrupt the free flow of I Learned Statements it tends to destroy the mood and intensity of the activity. Statements should be kept short and to the point. Students should make their statement but not attempt to explain or defend it.

Try to help students focus on personal learnings rather than on general, intellectualized learnings. There is a tendency to say, "I learned that people ..." rather than I learned that I ... .

Reassure the students that there are no right answers. Students should always have the freedom to pass or sit the activity out without saying anything.

If the teacher thinks it advisable, he may break up the class into small groups of from three to five members and have these students share and discuss their I Learned Statements with one another.

Sometimes students can simply compile a list of I Learned Statements in writing which they date and put into their Values Journal.

Taken from: Values Clarification, by Simon, Howe, and Kirschenbaum

I WONDER STATEMENTS

GRADES 2 - 6

Purpose:

This rather simple but powerful strategy is designed to help students raise and verbalize questions that may have arisen in their minds. Most of the time in school, students are called upon to make statements and answer questions. It is extremely important to give them ample opportunity to ask questions in order to stimulate probing, critical attitudes.

Procedure:

Upon completion of a values activity or discussion, the teacher asks students to complete in writing, sentences beginning with "I wonder," such as:

I wonder if	I wonder why .....
I wonder how come	I wonder whether .....
I wonder about	I wonder when .....

The teacher then asks if anyone would like to share one of their "I wonder" statements with the class. The teacher should participate too, and might even start it off by giving one of his/her own. There is no discussion of the questions raised since the goal is to stimulate inquiry. For lower elementary students, this activity can be done orally.

Additional Comments:

If the interest following a values activity is really intense, you might want to start on the I Wonder Statements orally without allowing a writing period to perhaps detract from the mood.

Occasionally, you will find that the first time around yields up only superficial questions, but they usually become more powerful with each successive circle.

Taken from: Value Clarification, Simon, Howe, and Kirschenbaum

VOTING QUESTIONS

Written by: Kenneth Morrison, Bernard Nisenholz,

Merrill Harmin

How Many of You . . . ? : Voting List

Voting is a technique that allows students to choose, prize and affirm with very little risk involved. This could be a very good starting point and we think you'll enjoy it. Voting is a good introduction activity to values.

Brief Description:

The teacher asks a series of questions and the class responds simply by raising or lowering their hands. If students really agree with a question, they raise their hands high. If students only slightly agree, they may hold their hands out in front of them. If students don't agree at all, they point their thumbs down. Those who are undecided, fold their arms. Thus, their degree of agreement or disagreement is demonstrated by raising or lowering hands. The purpose is to raise issues, stimulate thinking, relate students to one another, and present alternatives for living and thinking.

Educational Goals for This Technique:

After experiencing voting, students should better be able to:

1. Express their feelings and thoughts without anxiety.
2. Identify their values.
3. Accept feelings and thoughts of others.
4. Adjust to an acceptance clarification.

How to Use This Technique:

Voting can be used as an introduction to subject matter or other value strategies. It can be used to stimulate thinking, or when a method of leading into a discussion is needed.

Also, voting is a very good way to begin the value clarification process. It is a very warm method for developing a supportive classroom.

1. The teacher should try to ask questions in a natural style but keeping in mind questions should deal with value-rich areas. Start out with non-sensitive questions like: How many have a favorite T.V. show?, and then move into more sensitive areas.

Voting Questions - Continued

2. Questions should begin with a phrase like: How many of you .....

3. The voting list should center around four to fourteen questions.

4. Let students have a chance to make up voting questions after they have experienced the technique a few times.

5. Close the voting session by saying, thank you or some other appropriate closing.

6. Voting questions should deal with value-rich areas.

Try the voting questions with a small group first until you get the feel. There is a certain flow that lends atmosphere to the voting technique.

Probably you will find it very useful to keep in mind the seven valuing criteria and the value-rich areas which are explained in more detail in the introduction.

Evaluation Criteria

Skills and Behavior to Observe:

Timing

Usually at the beginning of a group meeting.

Atmosphere

The attitude of teacher should be open and accepting. The teacher should look reasonably comfortable when using voting questions.

Focusing

Watch students' hands to become aware of students' thinking and possible values.

Behavior

During the voting process, try to be aware of how they react to the way others vote.

Voting Questions - Continued

Skills to demonstrate

1. Some questions should touch on sensitive or hidden value areas.

2. Lists should usually have four to fourteen questions.

3. Students should be given opportunities to prepare lists.

4. Questions begin with a phrase that facilitates voting, such as, "How many of you .....?"

5. While discussion need not follow every voting question, the teacher should allow students to share why they voted as they did, if they so desire.

Knowledge to demonstrate

6. Purpose: To raise issues, stimulate thinking, reveal students to one another, and/or suggest possible alternatives for living and thinking.

7. Timing: Not everyday. Usually at the beginning of group meetings.

Additional Comments:

Someone from the group may want to record the total number of votes on each question so each student can see where he/she placed him/herself in relationship to the class.

The same questions can be asked repeatedly because children's values are continually changing. Encourage students to answer the questions honestly. Even though some children may answer dishonestly publically, they are still thinking about the way they feel inside themselves.

VOTING QUESTIONS

GRADES 2 - 6

1. How many would like to have stayed home this morning?
2. How many are happy to be in school?
3. How many like reading?
4. How many like the reading groups they are in?
5. How many would like to read better than they do now?
6. How many like recess?
7. How many have a best subject?
8. How many have a worst subject?
9. How many like to finger paint?
10. How many like music class? or music?
11. How many like the way the seats in this class are arranged?
12. How many would go to school if you didn't have to?
13. How many don't like to talk in class?
14. How many would like to have the same teacher (s) next year?
15. How many think that girls and boys should be in separate classrooms?
16. How many think school is fun?
17. How many don't like to be called on in class?
18. How many would like to do away with having to bring excuses to school when they are absent?
19. How many have been absent from school for being sick even though they weren't really sick?
20. How many think school should be required only through the eighth grade?
21. How many have tried to make a new friend in the past two weeks?
22. How many have a best friend?

23. How many find it hard to make new friends?

24. How many have changed best friends within the last two months?

25. How many have a favorite T.V. show?

26. How many could get along without any T.V.?

27. How many have a T.V. set in their bedroom?

28. How many have a color T.V. in their home?

29. How many have more than one color T.V. in their home?

30. How many have more than one T.V. (black and white or color) at home?

31. How many are limited, by their parents, in the number of hours they can watch T.V.?

32. How many are limited in the type of program they can watch on T.V. by their parents?

33. How many feel good today?

34. How many feel they look nice today?

35. How many are having a good day?

36. How many have ever wished they were someone else?

37. How many ate breakfast this morning?

38. How many brushed their teeth this morning?

39. How many said good-bye to their mother this morning?

40. How many said good-bye to their father this morning?

41. How many plan on sleeping late next Saturday?

42. How many did something last weekend for which they were proud?

43. How many are happy with the way they spend their weekends?

44. How many sometimes think about death?

45. How many feel lonely -- sometimes?

46. How many almost always feel lonely?

47. How many would like to change their first name?

48. How many would like to change their last name?

49. How many would like to be famous?

50. How many would like to be invisible?

51. How many have pets at home?

52. How many like where they are living now?

53. How many would like to be President of the United States someday?

54. How many would like to be Vice-President of the United States someday?

55. How many would like to be older than they are now?

56. How many dream about being famous?

57. How many have ever wished they were a baby again?

58. How many almost never fight with your brothers or sisters?

59. How many answer the phone differently sometimes just for fun?

60. How many have your own bedroom?

61. How many have ever visited your father's place of work?

62. How many have a favorite singing group?

63. How many wish you could stay up later at night?

64. How many like to go on long car trips?

65. How many would rather play in a baseball game than watch one?

66. How many day dream sometimes?

67. How many sometimes tease others?

68. How many like to be teased?

69. How many can swim?

70. How many would like your mother to have a new baby?

71. How many go to Sunday school or religion class?

72. How many would like to go to Disneyland?

73. How many have a special place to go when you want to be alone?

74. How many wish you were an only child?

75. How many are the only child?

76. How many have ever broken an arm or leg?

77. How many feel that it is OK to cry sometimes?

78. How many have cried in the past two weeks?

79. How many use seat belts?

80. How many would demand to be let out of a car not being driven safely?

81. How many enjoy taking long walks or hikes?

82. How many use an alarm clock to wake up in the morning?

83. How many have their mother or father wake them?

84. How many are really looking forward to Christmas this year?

85. How many believe Christmas is for giving rather than for receiving?

86. How many would be hurt if they didn't get anything for Christmas, but gave presents?

87. How many are making at least one Christmas present this year?

88. How many like artificial Christmas trees?

89. How many would be willing to have a Christmas tree without lights?

90. How many would be willing to receive only one Christmas present?

91. How many have at least one pet at home?

92. How many are responsible for taking care of their pets?

93. How many go to church almost every Sunday?

94. How many enjoy going to church every Sunday?

95. How many don't like to show that you are angry?

96. How many feel hurt when you are criticized by others?

97. How many are afraid of snakes?

98. How many are afraid of spiders?

99. How many almost never eat breakfast?

100. How many enjoy looking at old pictures in your family album?

101. How many didn't have any cavities the last time they went to the dentist?

102. How many would like to live on a farm?

103. How many have ever worked on a farm?

104. How many feel they need more spending money than they now have?

105. How many have their own savings account?

106. How many are saving for something they want to buy?

107. How many have ever bought something just because someone else had it?

108. How many receive an allowance?

109. How many believe that there should be some work; some doing of chores, before a child gets an allowance?

110. How many would like to earn some money?

111. How many have been to the movies in the past two weeks?

112. How many like to go to the movies?

VOTING QUESTIONS

GRADES 2 - 3

1. How many are members of a Brownie Troop or Cub Pack?
2. How many think that it is OK for boys to play with Barbie dolls?
3. How many think that it is OK for girls to play football?
4. How many of you like tattle tales?
5. How many of you have ever tattled on somebody?
6. How many of you have ever picked on somebody?
7. How many of you like being picked on?
8. How many of you are afraid of the dark?
9. How many of you have known someone who died this past year?
10. How many of you were scared the first day you came to school?
11. How many of you can write your name?
12. How many of you know how to ride a bicycle?
13. How many of you would like to learn to write your name today?
14. How many of you get spanked sometimes?
15. How many of you think you usually deserve it when you get spanked?
16. How many of you do something to help out at home (empty waste-baskets, set tables, feed the dog, etc.)?
17. How many of you like to play in the snow?
18. How many of you like to walk in the rain?
19. How many of you watch Sesame Street?
20. How many of you learned the alphabet on "Sesame Street"?
21. How many of you watch cartoons on Saturday morning?
22. How many of you think the Roadrunner is mean to the Fox sometimes?

VOTING QUESTIONS

GRADES 4 - 6

1. How many enjoy participating in sports?
2. How many like homework?
3. How many like science?
4. How many would like to change your class routine?
5. How many would like to be a teacher someday?
6. How many think your teachers are not strict enough?
7. How many would like to change something about this school?
8. How many would mind if your teacher were a sloppy dresser?
9. How many would like to be voted best liked in the class?
10. How many would like to be a member of the safety patrol?
11. How many feel it is important to get good grades in school?
12. How many usually do some type of homework at least once a week?
13. How many have parents who are willing to help them with their homework?
14. How many have seen or know of people who cheat on tests?
15. How many think cheating on exams is all right sometimes?
16. How many have ever cheated on an exam?
17. How many believe school rules should be changed?
18. How many have tried to change them?
19. How many have done something they didn't want to do just to "go along with the group"?
20. How many watch T.V. more than four hours a day on the average?
21. How many feel that T.V. has a great influence on them?
22. How many feel that T.V. and radio commercials are convincing?
23. How many have ever sent in money to a T.V. telethon?

24. How many watch the Super Bowl every year?

25. How many got something for Christmas that was advertised on T.V.?

26. How many would be willing to limit their T.V. watching to an average of one hour a day?

27. How many feel T.V. plays a big part in their life?

28. How many have a favorite television commercial?

29. How many have played cards, dominoes or other games with their parents rather than turn the T.V. on?

30. How many have kept track of the number of minutes for ads in a half-hour show?

31. How many feel that first impressions are important?

32. How many feel life is busier than they would like it to be?

33. How many found that yesterday was significantly different than the day before?

34. How many feel strongly about some religion or religious belief?

35. How many watch T.V. less than four hours a day on the average?

36. How many would like to be seven feet tall?

37. How many would like to live on an island with just their family?

38. How many think that the young people of today are spoiled?

39. How many would give money to a beggar?

40. How many feel embarrassed when your friends meet your parents?

41. How many would smoke a cigarette if it were offered to them?

42. How many think your parents are too strict?

43. How many would like to live in another country?

44. How many would like to change their hair style?

45. How many would ask your parents to stop smoking?

46. How many have ever been a Scout?

47. How many would like to live in a different city someday?

48. How many have received a personal autograph from a famous person?

49. How many have seen someone else shoplift?

50. How many have ever done anything about that shoplifting?

51. How many feel that shoplifting (any amount) is wrong?

52. How many feel closer to one of your parents than the other?

53. How many feel it is easy to talk to your parents about your problems?

54. How many have looked at their parents' old school yearbooks and were surprised at how much they have changed?

55. How many like to read the comics first thing on Sunday morning?

56. How many would like to be 18 or over right now?

57. How many would like to change places with someone else in this world?

58. How many are early risers? (before 6:00 a.m. everyday)

59. How many have ever witnessed an accident?

RANK ORDER

Written by: Kenneth Morrison, Bernard Nisenholz,
Merrill Harmin

Putting Things In Order: Rank Order

Would you like to stimulate thinking in your class and help students become clearer about their valuing process? If you would, the rank order technique will help. Rank Order, like Voting, is a good introduction exercise into values.

Brief Description:

In the rank order technique, the teacher presents three elements. Students then choose and rank order the elements in terms of preference.

Educational Goals for This Technique:

After experiencing the rank order technique, students should be better able to:

1. Choose from alternatives.
2. Identify value related elements.
3. Become clear on their own values.
4. Affirm choices publicly.
5. Understand the choices of others.

How to Use This Technique:

This technique can be a valuable tool when the teacher hopes to expand student thinking on a particular issue; when the teacher would like to clarify a value related issue; when the teacher would like to find out how students feel about something; or when the students want it.

Group Size

This exercise has been tried with groups ranging from 6 to over 100. It is recommended, however, that the exercise be conducted with groups small enough so that everyone has the option to actually participate.

Rank Order - Continued

Materials Utilized

Rank order cards, with the three or four choices printed large enough so everyone in the group can read them. The question need not appear to the group. However, the teacher may wish to place the question on the back side of the card for his/her own use.

Additional Comments:

For very young children, the choices can be drawn on the cards instead of printed.

Process:

1. The teacher explains to the class that he/she is going to ask them some questions which will require them to look deeper into themselves and make a value judgment. He/she will give them three (or four) alternative choices for responding to each question and ask them to rank order them according to their own value-laden preferences.

2. The teacher will read a question and ask students to voluntarily rank the choices 1-3. Teacher may wish to use each card for all students, or each card for several students, and then go on to next.

3. Choices for rank order should not be simple. They should be comparable in appeal. Occasionally useful are negative choices. Negative choices should not be used with lower elementary children because they become too confused.

4. Sources for rank orders should be in the value-rich areas.

5. It is important to keep in mind that no one should be forced to participate. Everyone should have the option to pass.

6. Be sure to have students rank all the alternatives; not just their first choice. Have each student name his/her choices instead of saying "2-3-1", or the like. Discourage them from saying, "the same", when their response is identical to the previous students. Renaming the choices helps everyone to consider the alternatives more carefully.

7. It is not necessary to have every student in the class state preferences aloud. It is enough that all have time to think how they would rank elements.

8. Students should be invited to make up some rank order questions for the class to respond to.

9. Sometimes students may want to add alternatives to the choices offered by the teacher. After the initial ranking is completed, the teacher may say, "It's possible that many of you have other ideas that don't appear here that you would include if you had made up this rank order. Are there any other alternatives you'd like to add to our list? How would you rank them?"

10. Discussions need not follow rank orders, but they can.

11. Rank Order exercises are best spread over time. Not too many should be given at one sitting. However, Rank Order exercises can be done daily.

12. It is best to start with non-sensitive areas like: What do you prefer for breakfast?

Other Ways to Use Rank Orders:

The teacher may make up some ditto copies for the students to work on individually at their leisure time and then have them bring the results back to the group for discussion.

Or, the teacher may place a rank order in the corner of the blackboard and not mention it further.

Or, the teacher may make up several rank order questions related to the lesson for the day. These questions may be used as lead-ins to create interest and spark discussion; as midway activities to summarize and give new life to the lesson; or as closing activities to give the students something to mull over after the class. For example, in a class which was getting ready to look at the rise of the Civil Rights movement, the teacher might start with this rank order question:

Which death do you consider the greatest loss?

Martin Luther King's
Medgar Evers'
Malcolm X's

Or, the teacher may give students several rank order questions during the last five minutes of class when their attention has begun to wander.

Rank Order - Continued

Sometimes teachers will create a rank order question spontaneously when a class discussion on some issue raises several alternatives.

Or, teachers can turn rank order questions into voting questions simply by asking students to choose only one choice from the alternatives given. For example:

What would you rather do?

Bowl
Fish
Read

This can be turned into a voting question simply by asking:

a. How many would rather bowl than fish or read?

b. How many would rather fish than bowl or read?

c. How many would rather read than bowl or fish?

Following are examples of rank order questions that can be used in grades 2 through 6. These examples are only suggestions and will probably not be meaningful to all second through sixth grade students everywhere. Use them as guidelines and avenues for creating your own Rank Orders. The same questions can be asked repeatedly because children's values are continually changing.

RANK ORDER SITUATIONS

GRADES 2 - 6

1.	Which do you prefer for a meal?	Steak Hot dog Ice Cream
2.	Would you like a gift of -	Food (dinner at a restaurant) Tickets to a basketball game Five dollars
3.	Would you rather have -	Brother Sister Be an only child
4.	Would you prefer meeting -	President T.V. star Rock group or singer
5.	What would you like for your family?	New car New baby New home in another state
6.	Which would you like to do most?	Travel by automobile Travel by bus Travel by airplane Travel by train
7.	Which do you like most?	Arithmetic Reading Spelling
8.	To whom would you tell a secret?	Your friend Your teacher Your parent
9.	What would you consider the worst experience?	Telling on a best friend Changing schools Getting lost in a shopping center
10.	Where would you most like to go?	To the zoo To a horror movie To the library
11.	Which would be easiest for you to do with your older brother or sister?	Borrow money from him/her Go out with him/her Talk to him/her about a problem

Rank Order Situations - Continued	Grades 2 - 6
12. What should an allowance be used for?	Saving for something you want Spending on whatever you want at the moment Buying presents for others
13. Which would you rather do on a Saturday morning?	Sleep late Play with a friend Watch T.V.
14. Which would you least like to do?	Move to a new school Lose your wallet Break your leg
15. Which of these would you most like to have as your neighbor?	A boy three years younger than you who owns a pony A family with a swimming pool A new boy or girl your age
16. Which of these would you most like to see in your neighborhood?	A house being painted A house being torn down A house being built
17. With whom would you rather spend your vacation?	A friend A teacher Your family
18. Which would you prefer to do?	Do better in reading Make a new friend Go on a long vacation
19. What would you do if someone hits you?	Tell the teacher Hit him/her back Walk away
20. What do you usually do when someone hits you?	Tell the teacher Hit him/her back Walk away
21. Which would be hardest for you to do?	Move to a new school Meet a new person Be friendly to someone you didn't like

Rank Order Situations - Continued	Grades 2 - 6
22. Where would you like to spend your vacation?	At the shore In the mountains At your grandmother's house
23. Which would you rather do?	Play in the snow Swim in a pool Swim in the ocean
24. What would you do if a bully bothered you on your way home from school?	Tell your parents Tell him you are not afraid of him Take a different way home
25. How would you rather have your mother punish you?	By spanking you By taking away your favorite game or toy By talking to you
26. Where would you prefer to sit?	Near the window Near the door In the front of the room
27. What would you do if someone took your favorite toy?	Yell at him Hit him Nothing
28. With whom would you like most to play?	With a boy With a girl Alone
29. What is hardest for you to do?	Be quiet Talk in front of the group Talk to the teacher
30. If you were in an accident, which injury would upset you most?	Two broken legs Temporary loss of hearing Temporary loss of eyesight
31. If you could be any person, who would you be?	President of the U.S. Top sports figure in the country Most popular movie star in the country

Rank Order Situations - Continued	Grades 2 - 6
32. Which is worst?	To be punished by teacher To have friends make fun of you To get bad grades on your report card
33. Which would you prefer to be when you grow up?	A rich person A happy person A famous person
34. Would you rather watch	The Waltons All in the Family Family Affair The Wonderful World of Disney
35. If you had to throw out two of the following and never use them again for the rest of your life, which one would you prize the most and keep?	Toothbrush Hairbrush/comb Soap
36. How would you rather spend a Thanksgiving Day?	Eat turkey at home with your family Eat hotdogs at a friend's Eat dinner at Grandma's
37. When the telephone at home rings, do you	Answer it Let someone else answer it Ignore it
38. Which would you like to do most?	Learn to be an acrobat Learn to play music Learn to make something pretty
39. Which would you rather be?	The only child in the family The youngest child The oldest child
40. When do you feel the best?	At bedtime In the morning At school
41. On Saturday, what would you most like to do?	Go to the movies Go shopping Go visiting

Rank Order Situations - Continued	Grades 2 - 6
42. What would you prefer to do?	Go fishing Go camping Go hiking
43. Where would you rather be on a Saturday afternoon?	At the beach In the woods In a toy store At a movie
44. Which would you like to be when you grow up?	A farmer A television star A doctor
45. Which do you most like to do with your friends?	Play game Watch television Make something
46. Where do you feel best?	At school At church At home
47. Think of someone you admire, respect, or look up to. Is that person your	Friend Teacher Parent
48. Which is your favorite season?	Fall Winter Spring Summer
49. How would you most like to travel?	Ship Train Plane
50. Where would you most like to live?	On a farm In a little town In a big city
51. Which word best describes you?	Strong Honest Friendly
52. What would you rather do after school?	Go skating Go swimming Go play ball
53. Which would you rather be?	Fireman/Firewoman Policeman/Policewoman Postman/Postwoman
54. If something very good or something very bad happened and you wanted to tell somebody about it, would you tell your	Mother Father Friend

Rank Order Situations - Continued	Grades 2 - 6
55. Which do you think is most important, that you be a	Good listener Good talker Good thinker
56. Which would be the most difficult thing to accept, losing your	Hearing Sight Legs
57. What would you most like to do on a Sunday afternoon?	Ride bike Play with a friend Visit grandparents
58. If you could choose your role in life, would you most like to be a	Mother Father Child
59. What would you rather do with your family?	Play a game Watch T.V. Go visiting
60. Which would you rather use to write?	Pencil Ballpoint pen Felt tip pen
61. If relatives were coming to visit, would you like them to have	No children One child, a boy One child, a girl
62. Which animal is most like you?	Turtle Rabbit Dog

RANK ORDER SITUATIONS

GRADES 2 - 3

1.	Which would you like to do most?	Learn to swim Learn to ride a bike Learn to ride a horse
2.	What kind of present would you like most to get?	A surprise present A present you already know about A present you picked out
3.	Which of these would you want most as a neighbor?	A teacher A circus clown A dentist
4.	Which do you most like to do?	Get up in the morning Go to bed at night Keep your room neat
5.	Which would you most like to do?	Go to a birthday party without a gift Go to a Halloween party without a costume Go to a party with a torn dress/trousers
6.	Which would you most like to do?	Go into a dark room Slide down a very high slide Ride a bicycle on a busy street
7.	When playing house, would you rather be the	Mother Father Baby
8.	What is your favorite color?	Red Blue Yellow
9.	Relate that red is the color of anger; blue, sadness; and yellow, sun. If you were a color, which color would you be?	Red Blue Yellow
10.	Which is your favorite cartoon character?	Bugs Bunny Daffy Duck Mickey Mouse
11.	What pet would you most like to have?	Dog Fish Cat

Rank Order Situations - Continued	Grades 2 - 3
12. Which best describes you?	Well behaved Good student Good friend
13. Which makes you most afraid?	A thunderstorm A new babysitter Going to bed alone in the dark
14. Which animal is most like you?	Kitten Lion Fox
15. What do you think is the right thing to do when someone picks on you?	Fight Run Talk
16. What do you usually do when someone picks on you?	Fight Run Talk
17. Which animal is most like you?	Cat Dog Tiger
18. What would you rather do during recess?	Use swing and bars Play a ball game Stand and talk
19. What would you like for breakfast?	Cold cereal Eggs Hot Cereal
20. How would you like to spend a Saturday morning?	Going shopping Watching T.V. Playing outside
21. If your parents were going to be gone on a Saturday afternoon, how would you like to spend the afternoon?	Alone With a babysitter With your Grandma or Grandpa
22. Which is your favorite snack?	Cookies and milk Fruit Candy bar
23. Which is best for your health?	Cookies and milk Fruit Candy bar
24. Which cartoon character do you like most?	Fred Flintstone Roadrunner Popeye

RANK ORDER SITUATIONS

GRADE 4

1.	Which is your favorite subject:	Art Music Gym
2.	In which do you have the most ability?	Art Music Gym
3.	What color hair would you rather have?	Blonde Brown Black Red
4.	Where would you enjoy singing the most?	In the shower Outside In music class
5.	Which would you most like to have?	One best friend Many friends Two or three good friends
6.	What do you like to do best?	Play games Read a book Play outside
7.	Where would you rather live?	Big house Small house Apartment
8.	Which would you rather do?	Read Play baseball Sleep
9.	Do you prefer	Brown eyes Blue eyes Green eyes
10.	If you were lost in a strange town, would you	Ask a stranger Consult a map Figure it out yourself
11.	What is most important to you?	Money Friends Brains

RANK ORDER SITUATIONS

GRADES 5 - 6

1.	How do other people see you?	Healthy Wealthy Happy
2.	Which would you rather have?	Money Friends Perfect health
3.	What kind of flower would you like to be?	Rose Cactus Lily
4.	How do you think people see you?	Bright Honest Physically attractive
5.	How would you like people to see you?	Bright Honest Physically attractive
6.	If you saw a good friend of yours beating upon a younger student on the playground, would you	Ignore them Report the incident to a teacher you trust Go up to your friend, stop him, and ask him what it was all about
7.	How would you like to spend a free afternoon?	Read Play baseball Sleep
8.	What kind of student would you like to be?	Good grades Popular Witty
9.	What kind of teacher would you be?	Easy grader Hard grader No grades
10.	What part of the paper would you choose to read first?	Comics Sports Front page
11.	Where would you like to have your name in the paper?	Front page Sports page Society page
12.	Which job would you prefer?	Banker Politician Teacher

Rank Order Situations - Continued	Grades 5 - 6
13. You go into a large department store to buy a $1.00 item and give the clerk $5.00. After getting home you find you have $9.00 change rather than $4.00. What would you do?	Return the money Keep it Share it with a friend
14. Where would you prefer to go on a vacation?	Mountains Seashore New York City
15. Which would you rather do?	Read Write Talk
16. Which is most difficult for you to accept?	Being rejected by a friend Being hit by someone bigger Losing money
17. What qualities do you look for in a friend?	Loyalty Generosity Honesty
18. If you were a teacher, would you want your students to	Obey you Like you Learn from you
19. Which is most important in a friendship?	Loyalty Generosity Honesty
20. Which do you think is most harmful?	Cigarettes Marijuana Alcohol
21. When you worry about your mark on an exam, do you think about	Yourself Your parents Pleasing the teacher
22. Which type of teacher do you most prefer:	Strict in the classroom but little homework Strict in the classroom and much homework Easy-going in the classroom but much homework
23. Which would you rather your sister gave you for your birthday?	$5.00 to buy yourself something A $5.00 gift of her choice Something she made for you

Grades 5 - 6

24. If your parents were in constant conflict, which would you rather have them do?	Get divorced, and your father leave home Stay together and hide their feelings for the sake of the children Get divorced, and you live with your father
25. What would you do for your parents' anniversary?	Buy them a nice present Give them a big party Take them out to dinner and a show
26. If you had two hours to spend with a friend, which would you do?	Stand on a corner Go to a movie Go for a walk Go bowling
27. You've spent a great deal of time picking a gift for a friend. You give it to him personally. What would you rather have him do if he doesn't like the gift?	Keep the gift and thank you politely Tell you he doesn't like it Return the gift to the store without telling you
28. Imagine you are living with a family of a different religion for a few months. At meals, they say a grace which is affiliated with a religion different from yours. Would you	Join in Sit silently Try to get them to change the grace to a more acceptable one to you
29. If you had $10 you didn't need for something else, would you	Buy some new records and/or albums Buy something new to wear Buy a gift for someone special
30. You are well off financially and you inherit $10,000. What would you do?	Put it all in a savings bank Spend it all Give it to your parents
31. Where would you seek help in a strange city?	A church A police station Ask a stranger

32. In which of these situations would you be most likely to take some action?
- A car is parked with its headlights on in broad daylight
- A dog has scared a kitten up a telephone pole
- Some big boys are trying to tie tin cans to the tail of a dog

33. What would you do if you saw your best friend steal some candy from a store?
- Report him
- Pretend you didn't see him
- Ask him to share it with you

34. Which of these would you want most as a neighbor?
- A boy your age
- A girl your age
- A teenager

35. Which do you least like to do?
- Get up in the morning
- Go to bed at night
- Keep your room neat

36. Which chore would you rather do?
- Wash dishes
- Dust the furniture
- Take the garbage out

37. Which would you least like to do?
- Go into a dark room
- Slide down a very high slide
- Ride a bicycle on a busy street

38. What kind of person do you least like to sit next to? Someone who ....
- Talks a lot
- Looks at your paper
- Can't sit still

39. Which would be the hardest for you to do?
- Steal a pencil from another student's desk
- Cheat by looking at another student's paper
- Tell a lie to the teacher

40. What would you least like to do?
- Sit near someone who looks dirty
- Sit near someone who talks a lot
- Sit near someone who teases you

Rank Order Situations - Continued

Grades 5 - 6

41.	How would you spend five dollars?	Buy a game Go to the movies Treat the gang to some candy
42.	Which is the most difficult for you to do?	Eat something you really dislike Do a report Clean up your bedroom
43.	Which would be hardest for you?	To admit you told a lie To tell someone you broke his window To admit you cheated
44.	If you were to be born with a talent, which would you prefer?	A beautiful singing voice Great artistic ability Skill with your hands
45.	What makes you happiest?	Getting all A's and B's on your report card Taking a special trip with the gang Having a week off from school
46.	What makes you most angry?	A teacher who treats you without respect A friend who won't listen to your side of an argument Your parents telling you what to do
47.	Which would you rather be?	Well-liked Free from obeying rules Able to tell others what to do
48.	If you saw several boys beating up one other boy, would you .... ?	Join in with the rest Come to his defense Ignore the situation
49.	If you had a two week paid vacation of your choice, at your choice of time of year, would you go to	Disneyland A Florida beach Alaska
50.	Would you rather ...	Boss others Be bossed Neither boss nor be bossed

Rank Order Situations - Continued	Grades 5 - 6
51. If you were part of a basketball team, would you rather be a	Player Manager Coach
52. If you won a contest, would you want a	Trip Car for your parents Money
53. Would you rather eat	Hamburger Pizza Spaghetti
54. Someone you are close to asks you if you like something they are wearing. You don't. What do you do?	Tell him/her how you feel Change the subject Tell him/her you think it looks very nice
55. If you witnessed an auto accident, would you	Get involved Watch Ignore it
56. If a new student joined your school at mid-semester, would you	Ignore him/her Talk to him/her Try to make him/her your friend
57. Would you like to take a trip to	Europe Africa Anywhere in the U.S.
58. Which of these is most important to you?	Being smart Being good looking Being rich
59. Who would you rather have for a friend?	Someone who plays practical jokes on you Someone who constantly tattles Someone who gossips about other people
60. If you were taking a trip anywhere, who would you rather go with?	Your parents One friend A group of friends
61. Which is most serious? To	Take $1.00 from a friend's wallet Take a $3.00 item from a store Cheat on a test

Rank Order Situations - Continued	Grades 5 - 6
62. Most choices are a result of	Influence of your parents Conscious choice Influence of others your age
63. What is your reason for buying an item?	You like the item You need the item To be part of a group
64. Which would be the worst that could happen to you?	Get a spanking Get a shot from a doctor Lose ten dollars
65. How would you rather earn some money?	Newspaper route Mowing lawns and/or shoveling snow Babysitting
66. How would you rather spend an evening at home?	Listen to music Talk to family member Watch T.V.
67. What would you rather do during some free time at home?	Watch T.V. Talk to mother Read a book
68. In a class play, would you rather play the role of	Narrator Mule (either end) Silent actor
69. In real life, do you most often play the role of	Narrator Mule (either end) Silent actor
70. Which television personality do you like most?	Gomer Pyle Lucille Ball Kojak
71. Which is most important to you?	Good grades Popularity Good looks
72. What would you most like to do after school?	Go straight home Play on playground Talk in school building
73. What would you most like to read?	Cartoons Sports Mystery

Rank Order Situations - Continued	Grades 5 - 6
74. If you had to get up very early the next day and if you could decide what time to go to bed the night before, would you go to bed at	9:00 p.m. or earlier 10:00 p.m. 11:00 p.m. or later
75. Which do you most like to listen to?	Drums Guitar Violin
76. Which would you most like to be able to play?	Drums Guitar Violin
77. What do you think is the right thing to do when someone gives you a rough time?	Fight Run Talk
78. What do you usually do when someone gives you a rough time?	Fight Run Talk
79. How do you most enjoy yourself?	Alone With a large group With a few friends
80. Which sport do you most enjoy watching?	Basketball Football Soccer Baseball
81. When you grow up, what would you rather be?	A truckdriver A lawyer A doctor
82. When you grow up, what would you rather be?	A mechanic A secretary A teacher
83. Which color combination would you prefer for a new outfit (shirt and slacks or blouse and skirt)?	Pink and purple Blue and red Green and yellow
84. (GIRLS ONLY) Which would you prefer to wear to school?	Dress Pant suit Jeans
85. (BOYS ONLY) Which would you prefer to wear to school?	Pullover jersey shirt Sweatshirt Buttondown shirt

VALUES CONTINUUM

Purpose:

The values continuum serves to open up the range of alternatives possible on any given issue. Students begin to realize that on most issues there are many shades of gray, and they are more likely to move away from the either/or, black/white thinking which often occurs when controversial issues are discussed in the classroom. The continuum also encourages students to make a public affirmation of their opinions and beliefs.

Procedure:

An issue is identified by either the teacher or the class. This issue may have presented itself during a class discussion or it may have been prepared beforehand by the teacher. We will use as an example the issue of government economic controls--often thought of as socialism vs. capitalism. (Additional examples for all age levels are given below).

The teacher draws a long line on the board, and he/she and the class determine two polar positions on the issue. For example, one end position might be: "Complete government control over economic affairs," and the other end position might be: "Absolutely no government control over the economic system". The two positions are placed on the opposite ends of the line, as shown below.

Complete Control	1	2	3	4	5	6	7	No Control

The teacher then marks a series of points along the continuum, saying, "Between these end points there are numerous other positions. I am going to whip around the room and ask you to tell me where you stand on this issue. Briefly describe your position, without giving your reasons for holding that position. Tell me how much control you think is desirable and indicate where along the continuum you want to place yourself. Later, you can share your reasons for your position if you like. You may pass if you wish."

The teacher goes around the room or calls on volunteers. The students place their names on the line and briefly tell what their placement stands for. If five to ten students respond, this is usually enough to get a spread of opinion and to give everyone time to determine his own position. The teacher may then put his own name on the line and explain what his position is, or he too, may pass.

By now, every student in the room has considered the issue for himself, and a free-wheeling discussion easily begins.

Values Continuum - Continued

To the Teacher:

Sometimes the students tend to cluster together because of peer pressure, fear of being different, laziness about considering the issues, coincidence, or it was simply an unimaginative continuum. If clustering occurs, students may be asked to write their answers on a piece of paper and the teacher can randomly choose some of these responses and post their positions on the continuum. Students must be allowed to write, "I pass", on their slips of paper. If clustering still tends to occur, examine your continuum; it just may not be thought-provoking enough for your particular group.

Sometimes students and adults tend toward compulsive moderation in taking positions publicly. They place themselves right in the middle, thereby hoping to avoid conflict or the need to think critically. One thing the teacher can do if this occurs frequently is to simply eliminate the middle of the continuum. Explain that it's rare in life to be exactly in the middle of an issue.

The teacher must be particularly careful not to influence his students' choices. He must not verbally or non-verbally regard or praise students who have placed themselves on the continuum in positions he approved of. A wide spread of opinion usually means the continuum has encouraged good thinking about the issue.

Variations:

The continuum can be a real or an imaginary line right down the center of the classroom. The students can actually place themselves on the line and negotiate with the people to their right and left to ascertain the correctness of their position. Students who are at the two opposite ends might profit from discussing their differences.

Or, the teacher can post a very long continuum on the wall, identifying the issue and the end positions. A marking pen and masking tape should be made available so students can write in their names somewhere along the line whenever they wish. During the course of the week, as they see the continuum develop and have time to reflect on their choice, they may want to change their position. All they have to do is put masking tape over their name and write it in again at a new position. The same procedure can be followed now and then with new issues.

Or, ask students to identify the points along the continuum themselves; then elicit responses from them in answer to the following questions: (1) What is one extreme? (2) What is the other? (3) What are the steps in between? (4) Where do you stand?

Additional Comments:

It is necessary to lessen the number of positions when used with lower elementary children, perhaps 3 instead of 5 or 7. Upper elementary level students might do better with 5 rather than 7 positions.

VALUES CONTINUUM

Additional Suggestions:

GRADES 2 - 6

1.	What will you eat?		
	Picky Paul	1 2 3 4 5	Eat-anything and everything Eloise
2.	How helpful are you to others?		
	Nasty Nellie - Wouldn't do a favor, even for her own benefit	1 2 3 4 5	Sugar-sweet Sue - Always offers help, even when not wanted
3.	How much do you watch T.V.?		
	Blurry-eyed Bill - Never turns it off	1 2 3 4 5	No-know Ned - Never turns it on
4.	How much do you try to please the teacher?		
	Rebel Ralph	1 2 3 4 5	Apple Polisher Al
5.	Sad	1 2 3 4 5	Happy
6.	Falls over the lines on a gym floor	1 2 3 4 5	Can do 96 backflips, dunk a basketball and run the mile in 2 minutes
7.	Dirty	1 2 3 4 5	Squeaky clean
8.	Friendly	1 2 3 4 5	Unfriendly
9.	Hates school	1 2 3 4 5	Loves school
10.	Messy	1 2 3 4 5	Neat
11.	Quiet, never says anything	1 2 3 4 5	Loud, always talking, often yelling
12.	Never reads unless you have to	1 2 3 4 5	Reads everything you can find
13.	Hates reading	1 2 3 4 5	Loves reading
14.	Hates all animals	1 2 3 4 5	Loves all animals
15.	Hates all people	1 2 3 4 5	Loves all people

16.	Hates art, music, class plays	1 2 3 4 5	Loves art, music, class plays
17.	Often helps the teacher (cleans erasers, obedient, helps quiet down the class)	1 2 3 4 5	Often makes things difficult for the teacher (loud, rowdy, disobedient)

GRADES 2 - 3

1.	How sanitary are you?		
	Dirty Denny - Chews used gum from underneath desks in school	1 2 3 4 5	Germ-proof Jerry - washes hands before each bite
2.	How neat is your printing?		
	Sloppy Sam	1 2 3 4 5	Perfect Pete
3.	Rowdy Fighting	1 2 3 4 5	Well Behaved
4.	Greedy Gordy - Shares nothing	1 2 3 4 5	Generous Gene, gives away everything
5.	Always feels lonely	1 2 3 4 5	Is constantly surrounded by friends
6.	Never murmurs a sound	1 2 3 4 5	Is constantly talking
7.	Afraid of everything	1 2 3 4 5	Fearless

GRADES 3 - 6

1.	How are you at decisions?		
	Completely unable to make decisions, even about what to wear	1 2 3 4 5	Doesn't waste a second thinking; makes lightning fast decisions about everything
2.	How many friends do you need?		
	Stuck up Stanley - Only one friend - himself. Sends himself valentines	1 2 3 4 5	Friendly Frank - Wants everyone to be his friend. Sends 5 pounds of candy to everyone in the school

GRADES 4 - 6

1.	How far would you go to be popular with your group?		
	Do anything, including risking safety	1 2 3 4 5	Do nothing at all

2. How do you feel about competition?

Avoids any situations where there are chances to win or lose	1 2 3 4 5 6 7	Will trample anyone for the chance to win, and use any means

3. How legible is your handwriting?

Scribbly Sam	1 2 3 4 5	Clear-as-print Clarence

4. Lazy	1 2 3 4 5	Ambitious
5. Doing only what's required	1 2 3 4 5 6 7	Volunteering for everything
6. Holds a grudge forever	1 2 3 4 5	Will forgive immediately for anything
7. Ill-mannered	1 2 3 4 5 6 7	Polite
8. Money is the only thing	1 2 3 4 5 6 7	Money is nothing
9. Strong, healthy	1 2 3 4 5	Sickly, frail
10. Turns in pennies to the lost & found	1 2 3 4 5	Pays a blind man for a pencil with slugs
11. Athiest	1 2 3 4 5 6 7	Deeply Religious

12. How clean do you keep your room?

Eat-off-the-floor-Al	1 2 3 4 5	Garbage Dump Greta

13. How are you about taking aspirins?

Will never take them - rather have a headache than take an aspirin	1 2 3 4 5	Takes at least two aspirins every day whether or not you need them

14. Smoking Cigarettes

You hate anyone who smokes and refuse to be friends with anyone who does	1 2 3 4 5	You love smoking and you pal around only with people who like to smoke

FORCED CHOICE GRID (ALSO FORCED CHOICE LADDER)

Purpose:

The purpose of any Forced Choice Grid is to present a situation where the student must make choices among competing alternatives. This kind of situation forces the student to do a considerable amount of thinking in weighing the relative importance of alternatives and their consequences.

When writing up situations for a forced grid activity, it is important to choose alternatives that are relevant to the group. This will create a high interest activity.

The Forced Choice Grid is also a good way of getting a group into a discussion on issues and values. The Forced Choice Grid is another way of doing Rank Orders.

Note: The directions that follow are meant to be quite general, so as not to suggest that this is the only way to handle a Forced Choice Grid. The numbers, extremes, and markings, for example, may be altered and changed completely to fit your particular activity. Feel free to be innovated as long as you keep your objective in mind.

Procedure:

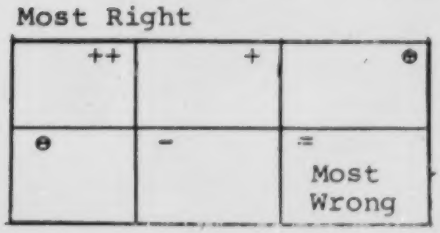
The teacher presents the students with six situations read aloud. The student is asked to choose the situation he considers to be most right or most wrong and write the key word of that situation in the grid.

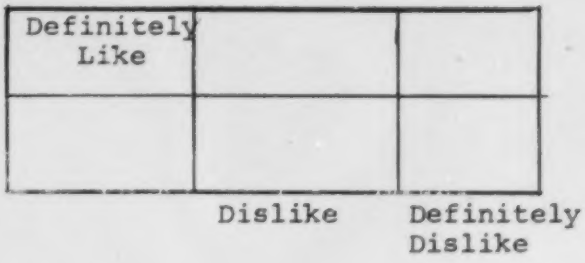
Students may cross out, draw arrows, or make changes as new items are presented. At the end, they have a few minutes to make their final arrangement. They will not have to share their rankings with anyone unless they so desire. The teacher must stress that even though they may not feel that any of the situations are the most right or the most wrong, they must make a choice.

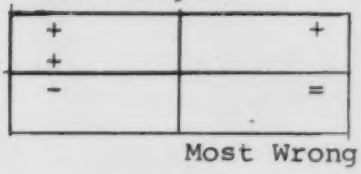
Forced Choice Grid (Also Forced Choice Ladder) - Continued

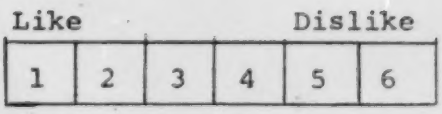
The Grid:

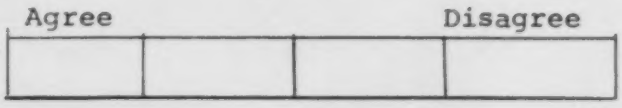
The grid itself may be handled in many ways. Here are a few examples to get the teacher started.











The point is that the student must have an orderly way of expressing his choices - the simpler, the better.

Forced Grid Activity:

We have included, along with an explanation of the Forced Choice Grid, a few examples of the activity. Perhaps after using a couple of them, the teacher may be able to build his own complete activity.

Additional Comments:

After the situations have been ranked, the teacher may want to ask the class to discuss solutions to the problems presented. This will be helpful to students who might be experiencing similar problems.

FORCED CHOICE GRID

GRADES 3 - 4

The following is a list of problems students sometimes have. After reading the problems to the class, find a key word (or words) from each problem that will help students remember what the problem is. Ask students to place the key words in the appropriate box on the grid according to which problem they feel would be the worst for them to have, to which would be the best. Ask students to try to imagine that they have that problem. What is it like to have that problem? Is it easy to do something about it? Students are free to change their responses at any time during the activity.

Best

1	2	3
4	5	6

Worst

Key Words

(Laughed at) — My problem is that my classmates make fun of me. I try to do things right, but some of the other kids laugh at me and make jokes about me.

(Bashful) — My problem is that I am shy. When I am around other kids, I never know what to say or do. I get scared when I am supposed to talk to somebody. My mom says I am bashful.

(No friends) — My problem is that it is hard for me to make friends. Sometimes one of my classmates will play with me, but most of the time there is nobody who is a friend to me.

(Fights) — My problem is that I get into a lot of fights. Yesterday, I beat up one guy and this morning his friend came around and started arguing with me. I didn't know what to do, so I hit him, too. I don't want to fight, but I always end up in a fight.

(Afraid) — My problem is that I am afraid of a lot of things. I am afraid of the dark. I am afraid of scary movies. I am afraid of men teachers, and I am afraid of big dogs. That's just a few things. I'm really afraid of a lot of things.

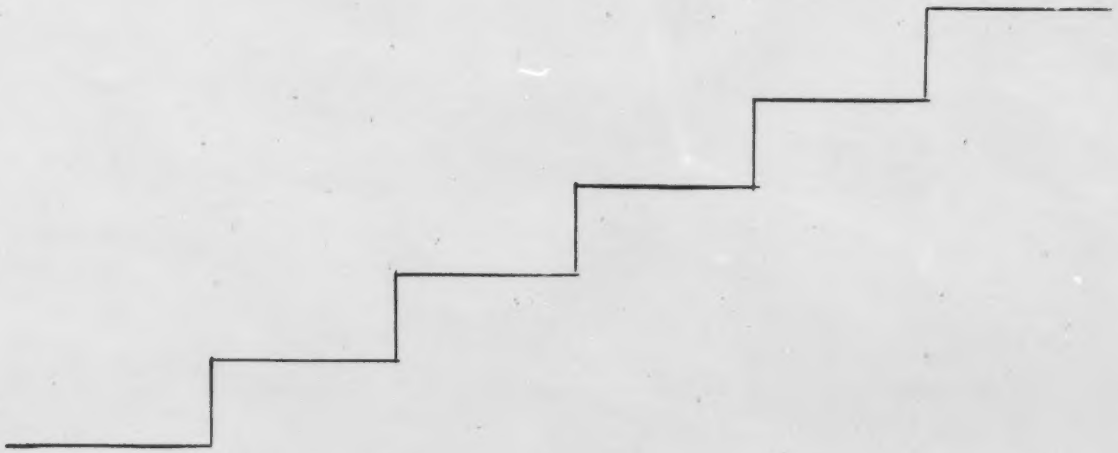
(Forgets)	My problem is that I forget what I learn. Sometimes I learn a new word in reading and then when I read it again the next day, I forget what it was. When I do find out, then I forget it again.

FORCED CHOICE LADDER

GRADES 3 - 4

Arrange the names below to match your feelings with the student you would most like to have as a classmate or friend to the student you would least like to have as a classmate or friend. Write the key word on the appropriate step on the ladder.

Like the Most



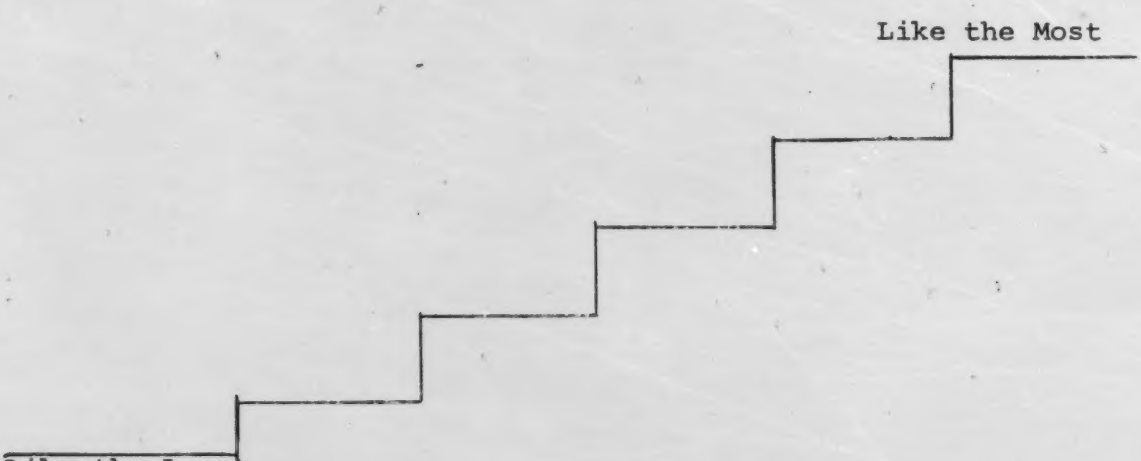
Like the Least

Key Words	
(Bother Bug)	Constantly interrupts the class by talking to the teacher and bothering other students.
(Bully)	Beats up classmates and younger children.
(Tattletaler)	Rats on a friend.
(Cry Baby)	Cries when he can't answer a question that the teacher asks him or when he does poorly on a test.
(Copy Cat)	Cheats on tests. Copies answers from the person sitting in front of him.
(Name Caller)	Makes fun of his classmates by calling them names such as, "Four-eyes", "Fatso", "Dum-Dum", etc.

FORCED CHOICE LADDER

GRADE 4

Arrange the names below to match your feelings with the student you would most like to have as a classmate or friend to the one you would least like to have as a classmate or friend. Write the key word on the appropriate step on the ladder.



Key Words	
(Smartie)	Always gets A's on tests and brags about it. Puts others down for not doing as well.
(Cheater)	Gets good grades on tests but always copies answers from the person sitting in front of him.
(Loud Mouth)	Constantly interrupts the class by talking to the teacher and bothering other students.
(Borrower)	Always asks to copy other student's homework because he was too busy the night before to get his done.
(Bored Billy)	Is bored with school, his friends, and life in general. He doodles in class instead of listening or participating in classroom activities. He is not interested in doing anything except complain about how boring life is.
(Shy Sue)	Keeps to herself. Doesn't talk to other kids because she doesn't know what to say to them. Puts her head down when she passes someone. She wishes she could talk to the other students but she doesn't know how. She never speaks up in class for fear that she will be laughed at.

FORCED CHOICE GRID

GRADE 4

The following is a list of problems students sometimes have. After each problem is read, have the students indicate their response by writing the key word (or words) in the appropriate box on the grid according to which problem would be the easiest for them to solve to which would be the hardest. Have them think about what they would or could do if they had that problem.

Students are free to change their responses at any time during the activity.

Easiest

1	2	3
4	5	6

Hardest

Key Words

(Poor in Math)	My problem is that I do poorly in math. Just when I start to understand things, we move on to something new. I get confused and most of the time I'm totally lost. I just don't understand this new math and that's why I get poor grades in math.
(Poor in Spelling)	My problem is that I do poorly in spelling. Just when I start to learn our spelling list, we get another list and I get confused again. I end up not knowing the words on either list. It's getting so I can't even spell some of the words I knew before.
(Bored)	My problem is that school is very boring for me. There's never anything interesting or exciting to do. It's always the same old books, the same old students, and the same old teacher. I'm bored by it all.
(Poor Reader)	My problem is that I'm not a very good reader. I don't know how to pronounce a lot of words, and I don't know the meaning of a lot of the words I read. When we have a reading assignment, I can't understand what I am reading.

(Making Friends)

My problem is that it is hard for me to make friends. Most of the others in my class have a group of friends, but I don't belong to any of those groups. Somehow I find it really hard to try to join in one of the groups. I am afraid that if I try, the group will laugh at me or tell me to go away.

(Not Good Looking)

My problem is that I don't think I am good looking. The other kids seem to be better looking than I am. Their hair always looks nicer than mine. Mine just never looks combed. The other kids clothes look nicer on them than mine do. I look so fat in mine. I think I am the fattest kid in the class. Sometimes I just feel so ugly. I wish I were better looking.

FORCED CHOICE GRID

GRADES 5 - 6

Arrange the situations below to match your feelings to the situation you most agree with to the one you most disagree with and write the key word in the grid.

Most agree

++ -	+	
	-	=

Most disagree

Key Words

RICK — 26 year old elementary teacher. Believes in self-discipline on the student's part. Even though his students are noisy and disruptive, he believes his idea will eventually work. It's only the middle of the school year.

JANE — 55 year old elementary teacher. Very firm in discipline. Uses a ruler across the fingers technique to control students. Has never had to send a student to the office.

MARY — 32 year old elementary teacher. Allows the students to leave the room whenever they need to. Allows them to leave their desks anytime. Follows an open-classroom concept.

BOB — 26 year old elementary teacher who has learned early that to keep students in straight rows is a way of controlling them.

SAM — 35 year old elementary teacher who has students arranged in a circle in his classroom. Only teaches students what he feels is important for them to know. He does not believe in giving tests.

GLORIA — 22 year old first year elementary teacher. Goes strictly by the book. Gives a test every week.

FORCED CHOICE GRID

GRADES 5 - 6

The following is a list of various types of behavior. Ask students to rank the following types of behavior from the best to worst and place the key word or words in the appropriate box on the grid.

Best

1	2	3
4	5	6

Worst

Key Words

(Sassy)	A boy/girl is sassy to his/her mother/father for no reason.
(Rude child)	Mother asks child to clean up room. Child is watching T.V. Child says "No", loudly and rudely.
(Beats up brother's teaser)	One boy calls another a name and teases him. The one called a name starts to cry. He runs home and tells his big brother. Big brother beats up boy who did the teasing.
(Steals; has no money)	Boy steals pencil from friend. Boy has no pencil and no money to buy one.
(Steals for kicks)	Boy steals pencil from someone he does not know "just for kicks or for fun".
(Starts a fight)	Boy's father scolds him for not eating oatmeal. Boy comes to school and is mean to his friends. Boy deliberately starts a fight.

FORCED CHOICE GRID

GRADES 5 - 6

Arrange the situations below to match your feelings with the behavior that is most right to the most wrong and write the key word of that situation in the grid.

Most right

++	+	o
o	-	=

Most wrong

Key Words

SAM — Sam is only 8 years old. He comes from a very rich family and has many nice things. When friends come over to play, they know they'll have to bring their own toys because Sam refuses to let anyone play with his.

PAM — Pam is 12 years old and weighs 125 pounds. She is overweight and has been put on a diet many times. She steals food from the refrigerator because she is always hungry. She does not have any close friends. She seems to be destructive to other people's things.

DAVE — Dave is 10 years old and has just started to smoke. He takes cigarettes from his father without his father knowing about it. Dave is an A student in school.

BOB — Bob is 11 years old and is described as a trouble maker by his teacher. He is disruptive in class and does not do his assignments. He takes enjoyment in making it very rough for his teachers. His classmates find Bob a good member to have on their team outside of class.

LESLIE — Leslie is 12 years old and has been described by her teachers as an average student. She gets her work done in school (not always on time) and does not cause any trouble in the classroom. Outside of class, Leslie enjoys

going into stores and taking things. She often will take other girls with her. She has never been arrested for shoplifting.

GLORIA

Gloria is 12 years old and follows Leslie around everyplace she goes. She considers Leslie her only friend. She gladly goes into the store with Leslie and takes whatever Leslie tells her to take. She has been arrested for shoplifting three times and the next time she gets caught, she will be sent to a reform school.

ALLIGATOR RIVER

GRADE 5

Purpose:

To demonstrate the technique of value exposing. To give participants an opportunity to assess the process of their own value establishment. To give participants an opportunity to observe how other people support their own value judgements. To practice communication skills. To practice contrasting, comparing, classifying, analyzing, and imagining.

Group Size:

This exercise can be accomplished in any normal classroom size. Suggest three groups of 10 each.

Time Required:

Variable, depending upon age of group, interest span, and perception skills. Limit exercise and following discussion to one class period.

Instructions to Facilitator:

"Once upon a time, a boy named Gregory and a girl named Abigail were very good friends. One day Abigail was going to visit her grandmother on the other side of the river. On the way, she met Gregory, and they walked together across the only bridge in the village. They planned that they would have a picnic when Abigail returned from her grandmother's house. While she was there, a storm came up and washed away the bridge. Abigail had no way to get back to the village. She wouldn't be able to keep her promise to Gregory.

As she walked along the bank of the river, she met Sinbad. She asked him to take her across the river. He said he would, but he had no gas for his motor and didn't have any oars. Besides, the river current was too fast to be able to use them, even if he had them. Sinbad said that if Abigail would steal some gas for his motor, he would be happy to take her across. She said she couldn't bring herself to do that and continued her search along the river bank in hopes of finding some way to get across.

Finally, she met Ivan and told him her story. Ivan flatly told her he didn't want to get involved in her problem. She went back to Sinbad and told him she agreed to do as he suggested. She stole the gas and Sinbad kept his part of the bargain."

Continued . . .

"When she got back, she told Gregory everything that had happened to her. He became very angry and told Abigail he never wanted to see her again.

She began to cry. As she was going home, she met Slug and told him her sad tale of woe. Slug was infuriated and ran to catch Gregory. Slug beat him to a bloody pulp. Abigail had trailed along behind Slug to see what was going to happen. When she saw Gregory lying on the ground all bloody, she looked at him scornfully and said, "Well, I guess you got what was coming to you."

On a piece of paper, list these five people: Gregory, Abigail, Sinbad, Ivan, and Slug in the order you think they should be; i.e. from best to worst. Put the worst person as number five and the best person as number one.

Discuss the answers, - vote to see how many number one's for each person involved in the story, how many two's, etc.?

JONES' STORE

GRADE 5

Goal:

Taking a look at values.

Group Size:

Small to large group.

Time Required:

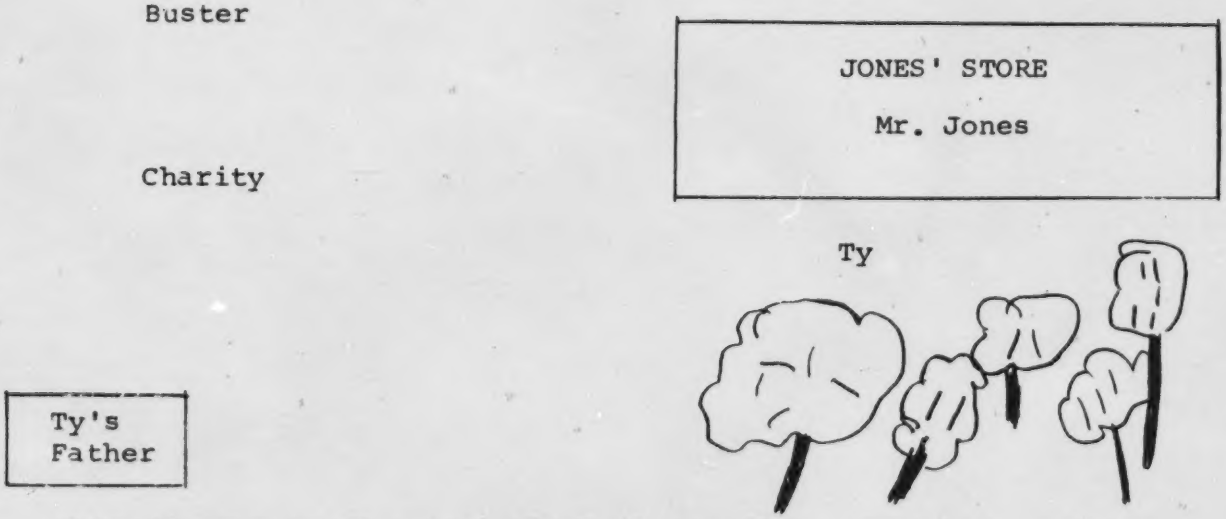
20 minutes.

Materials Required:

Pencil and paper.

Physical Setting:

Students should be encouraged to work on their own.



This diagram is of a city block in one city. Buster is waiting for a bus. Charity is about to walk into the store. Ty is

waiting around the corner of Mr. Jones' store and Mr. Jones is working in the store. Ty's father, a former employee of Mr. Jones', is at home after being fired by Mr. Jones. Money had disappeared from the cash register while Ty's father was working and all evidence pointed to Ty's father as being guilty. He has denied any knowledge of the theft.

Ty is angry with Mr. Jones and decides to get even with him. Ty runs into the store and pushes over the cash register, spilling the contents. Ty runs out of the store by Charity and into the woods. Mr. Jones runs out of the store and asks Charity which way Ty went. Charity is one of Ty's best friends so she says she never saw him. Mr. Jones knows this isn't true and tries to force her to tell him by pushing her around. Buster sees this and rushes over to help. He pushes Mr. Jones away and screams at him to lay off. Mr. Jones pushes Buster back, who in turn walks away.

Mr. Jones then goes to Ty's father and tells him that his son has just destroyed his cash register. Ty's father smiles, then laughs and slams the door in Mr. Jones' face.

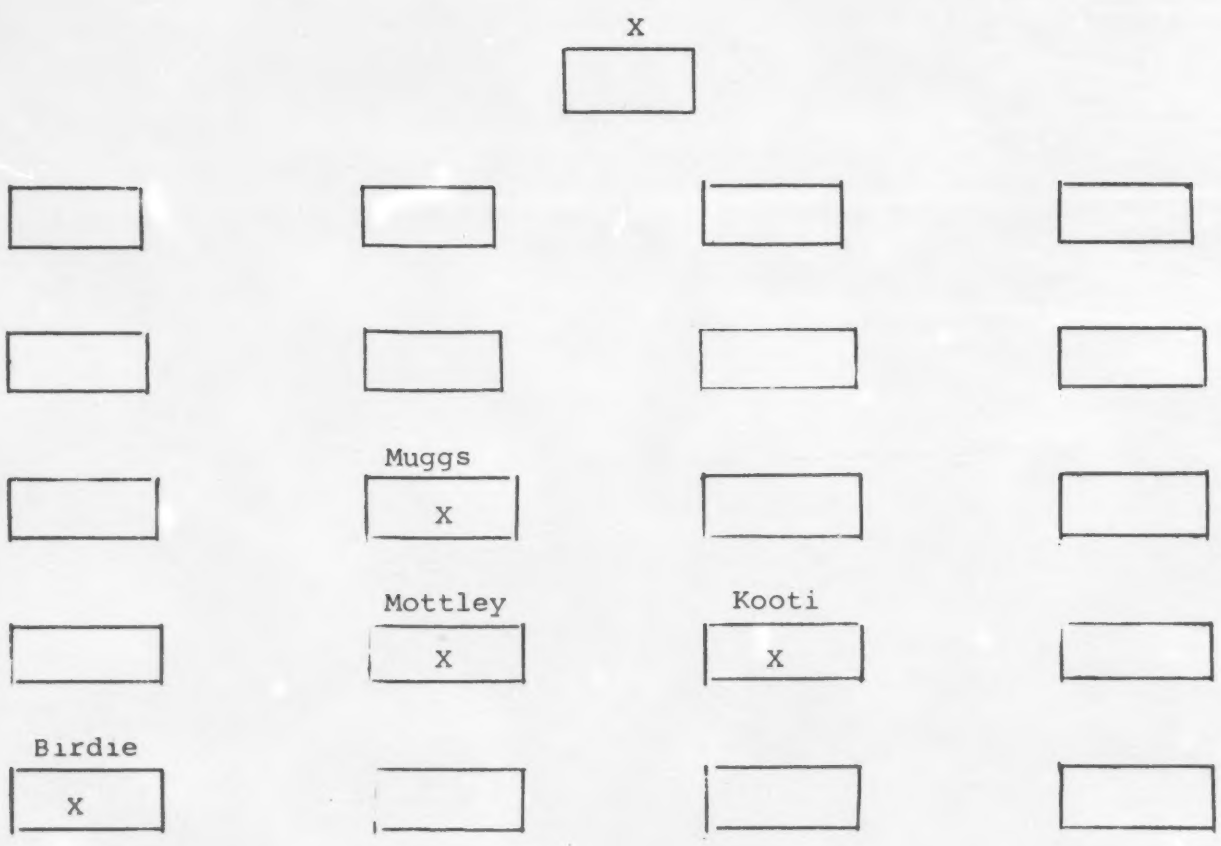
Process:

Have students rank order best to worst the way they see the people in the story.

Discuss the answers. Vote to see how many one's for each person involved in the story, how many two's, etc.?

THE CLASSROOM

GRADE 6



The day of the test is here. Mr. Wright's class files in and takes their seats. Mickey Muggs had intended to get there early to get a back seat because he has the answers written on a sheet of paper in his pocket. He is the last one in the room and settles for a seat about in the center of the classroom. As Muggs enters, Mr. Wright is beginning to tell what the test is about. Upon hearing this, Muggs sighs in relief, realizing he won't have to cheat after all. He tells this to his good friend Morris Mottley. Mottley knows he will have trouble on the test and asks Muggs if he can buy the answer sheet. Muggs agrees and sells it to Mottley for $2.00. Birdie Ness sees the exchange and knows exactly what's going on.

The test begins and Mottley was right - he did need the answer sheet. Karl Kooti also knows Mottley has an answer sheet and checks Mottley's test now and then to make sure his own paper is right. Birdie, who is in a good position to see everything that is happen-

ing, sees what Kooti is doing. At about this point in the test, Mr. Wright catches Mottley cheating. Mr. Wright grabs the answer sheet and screams at him that he not only gets a zero on the test, but also receives an F for the semester. He also says that he is not at all surprised because he had suspected Mottley for a long time.

Mottley is sent to the office and the test is completed by the rest of the class.

Examine your beliefs and feelings and then list the five people involved from the most right to the most wrong.

Most Right 1.

2.

3.

4.

Most Wrong 5.

Discuss the answers.

VALUE CLARIFICATION EXERCISE

GRADES 4 - 6

Directions:

Have students form small groups of four or five and come to a group consensus as to who should be rescued.

Situation:

Plane crashes in the Pacific Ocean. There is only one raft. It holds only five people. There are ten survivors from the plane crash.

Problem:

Who is going to be permitted to use the life raft? Who is going to be left behind? List the five survivors in order of whom you would choose first down to number five whom you would choose last. It will be two days before the five people on the raft will be rescued. Choose only five people!

1. The President of the United States.
2. Vice-President of the United States.
3. An only witness to a murder. If he doesn't testify in court, the murderer will go free.
4. Doctor who is afraid of water.
5. United States Olympic swimming champion.
6. A sixty year old man carrying a bag with his lunch in it.
7. Donny Osmond (from Osmond brothers).
8. Thirty six year old woman with her two month old baby.
9. Blind man.
10. Deaf man.

PRIVACY SQUARES (OR CIRCLES)

Purpose:

The purpose of the privacy square is to encourage students to think more about what and to whom they are willing to reveal things about themselves. It often raises the questions: "Am I too open?" or "Am I too closed?"

Directions:

After handing out the paper with the privacy squares, the teacher informs the class the purpose of the strategy. The teacher then states that he will read a question and students will write the key word of the question in the square which shows to whom they would be willing to reveal their answers. The teacher should ask only five or six questions.

After the questions, the teacher may ask for volunteers for each question to find out to whom students would be willing to reveal themselves to, or the students may use their Values Journal to react to the activity.

Additional Comments:

When using this activity in the past, some teachers found it useful to add another circle; i.e. adults (other than parents).

This exercise can be very revealing to teachers in that it allows them to see what issues are considered private to their students.

Some teachers felt that at the 3rd grade level, respect of another's wish for privacy was more valid to students than looking at how closed they are as people.

Suggested Questions:

GRADES 3 - 4

1. To whom would you tell whether or not you have ever stolen something? (key word: stolen)
2. To whom would you tell about a problem you're having at school? (key word: school)
3. To whom would you tell that you cried when you were left alone?
4. To whom would you mention that you had a scary dream?
5. To whom would you tell that you are afraid of the dark?
6. To whom would you tell that you recently cried?
7. With whom would you share that you had once taken money from your dad's dresser, or from your mother's pocketbook?

Privacy Squares (or Circles)- Continued

8. To whom would you say that you are really good at something--like playing first base, or jumping rope or some other skill like that?

9. To whom would you say that you are really bad at something--like ice skating, baseball, math, etc.?

10. Which people would you tell exactly what your favorite meal is?

11. To whom would you tell that you once saw something you think you shouldn't have seen?

12. To whom would you tell that you once did something mean to an animal?

13. To whom would you tell that someone had hurt your feelings?

14. With whom would you discuss your allowance?

15. To whom would you tell that you didn't like something about yourself?

16. To whom would you tell that you were laughed at?

17. To whom would you tell that you hated someone?

18. To whom would you tell that you kicked a puppy?

19. To whom would you tell you really hate going to church?

20. To whom would you tell that you told a lie?

GRADES 4 - 6

1. To whom would you tell whether or not you like one of your parents better than the other? (key word: parents)

2. To whom would you tell what you dislike about your best friend? (key word: friend)

3. To whom would you tell your personal problems? (key word: problems)

4. To whom would you tell you have smoked marijuana? (key word: marijuana)

5. To whom would you admit that there is a superstition that you have?

6. To whom would you tell your friends have smoked marijuana?

7. Whom would you tell about cheating on a test?

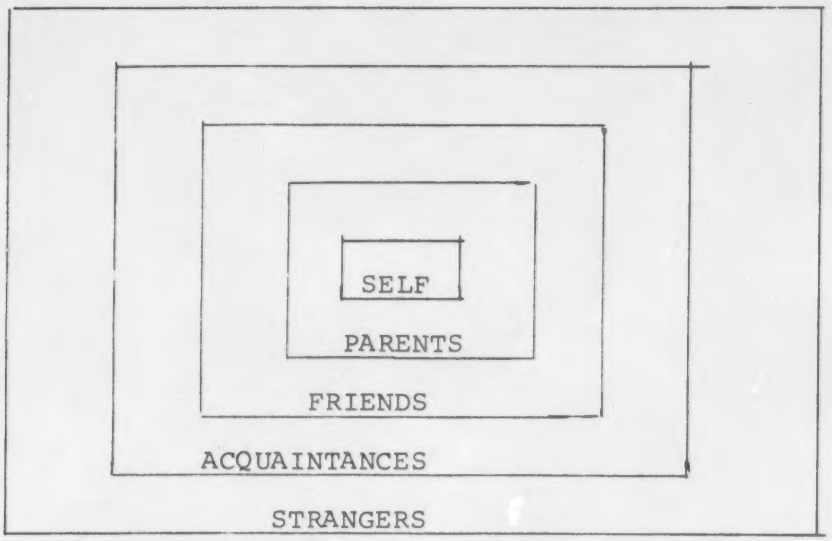
8. To whom would you tell that you took cigarettes from your dad's pack?

Privacy Squares (or Circles) - Continued

9. To whom would you tell your most embarrassing moment?

10. Whom would you tell that you have smoked a cigarette?

11. To whom would you tell that you found a twenty dollar bill and kept it?



PUBLIC INTERVIEW

(Hot Seat)

Purpose:

To facilitate self-awareness and self-disclosure; to provide an opportunity for open, candid, truthful, meaningful communication with a people orientation.

This activity gives the student center stage in the classroom and the opportunity to publicly affirm and explain his stand on various value issues. Later on, the student goes over his answers in his mind and thoughtfully considers what he has said publicly.

Procedure:

The teacher asks for volunteers who would like to be interviewed publicly about some of their beliefs, feelings and actions. The volunteers sit at the teacher's desk or in a chair in front of the room, and the teacher moves to the back of the room and asks the questions from there.

The first few times, the teacher reviews the ground rules. The teacher may ask the student any questions concerned with value-rich areas. If the student answers the question, he must answer honestly. However, the student has the option of passing if he does not wish to answer one or more of the questions which the teacher poses. The student can end the interview at any time by simply saying, "Thank you for the interview." In addition, the student may, at the completion of the interview, ask the teacher any of the same questions that were put to him. He cannot ask the teacher any questions that he refused to answer himself.

Variation of the Public Interview:

Instead of having the teacher ask questions to the person sitting in the "Hot Seat", have the class members ask questions. All questions asked should be about the person in the "Hot Seat"; his family; friends; likes; dislikes; abilities; disabilities; and his feelings. At the end of the interview, the person in the "Hot Seat" has an opportunity to ask the same questions that were put to him/her.

The teacher might also take the "Hot Seat".

To the Teacher:

The Public Interview strategy is especially useful at the beginning of the year for helping students get acquainted with each other on a more personal basis. Each interview should be kept rather brief; five minutes at the most, unless everyone is really involved and wants to hear more. With younger children the interview period should be even shorter.

Public Interview - Continued

The teacher can use the interview questions suggested here or make up his own. He may find it helpful to write the questions on a 3 x 5 card. Above all, the teacher must listen to what the student answers and show he is interested. The best questions, in the long run, are not the pre-arranged ones, but the ones that occur to the teacher spontaneously as he looks at the interviewee and thinks about what he is saying.

When students are being asked questions in front of the class, they often can't remember the questions you asked them when it is their turn to ask you questions. It sometimes helps to allow the other students to remind the interviewee of the questions you asked. ("Ask him the one about" . . .)

Too many questions back to the teacher may take the focus off the student interviewee. Some teachers set a limit of three on the number of questions the student can ask back.

Occasionally, the teacher may invite other members of the class to answer any of the questions the interviewee was asked.

Questioning should center around the value-rich areas. A suggested list might be (and could be posted): friendship, use of time, use of money, love, freedom, responsibility, family, student's choice, teacher's choice, and smorgasbord (a series of questions dealing with whatever might come up).

Additional Comments:

It is helpful if the teacher gives examples of value-rich areas before starting this exercise.

This exercise is excellent for opening up communication between students and teachers.

PUBLIC INTERVIEW

GRADES 2 - 6

Following are some sample interview questions:

1. Do you get an allowance? What kind? Do you have to do anything for it? Do you think your allowance is fair?
2. What do you spend your allowance on?
3. Do you go to Sunday school or religion class? Do you enjoy it?
4. Does your family do anything together that is fun?
5. What are you most afraid of?
6. Do you come promptly when you are called?
7. Are you happy that you are a boy/girl?
8. Do you feel that you do your best work all the time?
9. Would you like to be older or younger than you are now?
10. Do you wish you had an older sister/brother?
11. Do you ever do anything to earn money?
12. Are you expected to do certain chores around the house?
13. What would you do if you could not watch T.V.?
14. What is the happiest thing you remember?
15. What is the saddest thing you remember?
16. What wish would you make if you could wish for anything in the world?
17. If you could visit any place in the world, where would you go?
18. Tell me three things you like to do best.
19. Tell me three things you like to do least. Rank them.
20. Do you like school?
21. What do you like to do after school?
22. Do you like babies? Why?

23. Is there something you once did that you are especially proud of?

24. Is there something that you once did that you are ashamed of?

25. Can you tell us one nice thing about yourself?

26. Can you tell us one bad habit that you have?

27. Do you ever hate yourself?

28. Do you like to climb trees? Ice skate? Go to the movies?

29. Would you like to ask me any questions?

30. How do you feel about being up front?

31. Would you be willing to tell us something about your (sister, brother, parents, or pets)?

32. Is there a time when you don't like your (brother, sister, parents, or pets) around?

33. Is there a time when you enjoy having your sister, brother, parents, or pets) around?

34. What kind of things do you do to make your parents feel good without them asking?

35. How do you react or feel when someone is being teased?

36. How do you react or feel when you are being teased?

37. If school were eliminated completely, how would you spend your time?

38. What time do you go to bed?

39. Who decides how you should wear your hair?

40. Who decides what clothes you should wear?

41. Are you allowed to make a lot of your own decisions at home? About what?

42. What makes your parents special to you?

43. Is it fair for you not to get any presents even though you gave presents to others?

44. What is your full name? Do you like it? Would you change it if you could?

45. Do you have any brothers or sisters? How do you get along?

46. Do you love your parents? How do you show you love them?

47. How does your family usually spend Christmas?

48. Do you spend much time with your father?

49. What does your mother do? Does she like it? Is she home a lot?

50. What are your favorite television shows?

51. Do you like to go to the movies? What movies have you seen recently?

52. Is there something special you want for your birthday?

53. Do you have trouble falling asleep?

54. Are you ever alone in the house? How often? How do you feel?

55. Have you ever made anything? What?

56. Do you have your own room at home? If not, who shares the room with you?

57. Do you get worried when you have to take tests in school?

58. Is it hard for you to make friends?

59. Are you good in music?

60. Do you cry easily?

PUBLIC INTERVIEW

GRADES 4 - 6

Following are some sample interview questions:

1. If you could be any age, what age would you like to be?
2. Did you go on a vacation this year? If you could go anywhere in the world you wanted to next year, where would you go?
3. What did you like most about your vacation? What did you like least?
4. As you look at the world around you, what is something you sometimes wonder about?
5. What present are you giving your mother on her birthday?
6. Do you wish your teacher were a different kind of person? Why?
7. Why do you think your friends like you?
8. Is your best friend a boy or a girl?
9. Who is your best friend?
10. Are there things you would not tell even your best friend?
11. What do you like most about your best friend?
12. What do you dislike about your best friend?
13. Would you tell your best friend what you don't like about him/her?
14. What is there about you that makes your friends like you?
15. Do you have one best friend or many friends?
16. What kinds of things couldn't you tell anyone else about?
17. What is the difference between hate and dislike?
18. What is the difference between hating someone and hating things that person does?
19. Explain how you feel your parents are trying to bring you up.
20. Would you tell your best friend what you don't like about him/her?

21. Would you like to be a patrol monitor?

22. Are you a member of a Girl Scout/Boy Scout troop?

23. If you could have $20.00 cash, what would you do with it?

24. Is there anything you would like to change about yourself that you would care to talk about in class?

25. What does "love" mean to you?

26. Name three people in your life right now that you can say you do love.

27. Do you know any kids who shoplift?

28. What has been your best school experience?

29. How do you feel about people shoplifting or the act of shoplifting?

30. Why are some people tempted to do things that are against the law (using drugs, drinking alcohol, stealing)?

31. Have you ever stolen anything?

32. What are some things that really interest you?

33. If you could change some things about your teacher (s), what would you most like to change?

34. What way (s) could you think of to get a class to willingly be quiet while a teacher is talking?

35. If you could be a teacher, how would you conduct your classes?

36. If you were a teacher, would you be strict?

37. If someone offered you $50.00 to stop your family from watching T.V. for three days, how would you do it without harming the T.V. (pulling the plug, tubes, etc.) or giving your family part of the money not to watch T.V.?

38. How much time would you like to spend with your father?

39. Explain "Christmas is a time for giving" and "It is better to give than to receive."

40. If one of your parents were to visit with you in all your classes, what would you say to prepare them?

41. Do you have any hobbies?

42. How much time do you spend watching T.V.?

43. Is there someone you dislike a lot? Why?

44. What would you do if you found some money in the street?

45. What are some of the times when you have been most bored in your life?

TWENTY (OR FIFTEEN OR TEN) THINGS THAT I LIKE TO DO

GRADES 4 - 6

Purpose:

To allow participants to examine their likes in a value clarification setting. Depending on grade level, the number of things that they like to do may vary from ten to twenty items. The teacher may want to set the maximum number in the beginning of the exercise.

Group Size:

Virtually unlimited.

Time Required:

Minimum of 25 - 30 minutes.

Instructions to Teacher:

1. Ask students to list 10 things they like to do.
2. Ask students to place the following symbols beside their likes:

   A - Things you prefer to do alone.

   OP - Things you prefer to do with other people.

   (It is possible to have both an A and OP beside the same like.)

   P - Things that one or both of your parents also like to do.

   $ - If it costs more than $5.00 each time you do it. (If you like to fish and you already have the equipment, it would probably not cost you more than $5.00 to do it.)

   5 - Put a 5 beside those items that would have been on your list 5 years ago. In other words, put a 5 beside those things you still like to do.

   R - Put an R beside those things that you will still be able to do when you retire.

   D - Put a D beside those things that are related to drugs (such as drinking cokes, etc.)

Grades 4 - 6

Now, rank three things from your list as being the three things you like to do best. (#1 being the thing you like to do the very best.)

Have the students look over their lists and write an "I Learned Statement".

Ask the class if anyone would like to share something they learned about themselves with the class. For example, some students might have learned that there are a lot of things they like to do that does not cost any money.

TWENTY (OR TEN OR FIFTEEN) THINGS I'D LIKE TO OWN

GRADES 4 - 6

Purpose:

To provide students with a simple way of looking at and evaluating how realistic their value system is. Depending on grade level, the number of items listed may vary from ten to twenty. The teacher may want to set the maximum number in the beginning of the exercise.

Instructions to Teachers:

1. Ask students to list 10 items they would like to own.

2. Ask students to place the following symbols next to the appropriate items:

   T.V. - Put the letters T.V. next to each item you know for sure you have seen advertised on T.V.

   $ - Put $ next to each item you can afford to buy within the next three months.

   N - Next to each item you really need (you may have to briefly discuss wants and needs).

   S - Next to each item if someone you know had one first.

   + - Next to each item that would make you feel better with your group of friends, if you had one.

   A - Next to each item your parents would approve of.

   D - Next to each item your parents would disapprove of.

Now rank the 3 items from your list that you want the most, (#1 being the item you want the very most).

Have the students look over their lists and write an "I Learned Statement". Ask the class if anyone would like to share something they learned about their value system. Some conclusions they may come to are:

1. The things they want most wouldn't change their status at all.

2. Their parents would approve of all items on their list.

3. They may discover that they couldn't afford most things on their list. This might be an incentive to them to re-evaluate some of the things they think they value.

4. They are greatly influenced by their peers in the things they want.

5. They may discover a pattern in the three items they want most.

6. Parental approval may or may not play a big part in their choices of material goods.

7. T.V. advertising may influence them more than they realized.

The response may seem superficial, but it is the first step towards finding out something about themselves.

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